



OLD BUCKENHAM HALL

A leading co-educational preparatory school for children aged 2-13 years

Special Educational Needs (SEN) Policy

OBHP27

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Special Educational Needs (SEN) Policy

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Introduction - Aims

At Old Buckenham Hall School our aim is that every child is supported to achieve their full potential both inside and outside of the classroom. We consider it important that all children are encouraged to have high aspirations for themselves and are supported to overcome any barriers to their learning and the achievement of their aspirations. This is led and promoted by the core values that underpin the school's Learning Success Department which strives to promote:

- Excellence
- Challenge
- Inspiration
- Self-belief

Our SEN policy and information report aims are to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN) from EYFS to Year 8.
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

2. Legislation and guidance

This policy and information report is based on the good practice set out in the [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and informed by the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report.

3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they experience:

- A significantly greater difficulty in learning than the majority of others of the same age,
or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, provision that is made generally available for other children or young people of the same age by mainstream schools.

At Old Buckenham Hall we recognise and work with children with mild, moderate and specific learning difficulties. We work to support all children to ensure no one is at risk of being 'lost' in the classroom.

4.1 Roles and responsibilities

At Old Buckenham Hall we consider the Learning Success Department is an important part of the school. The role of the SENCo is fulfilled by the Head of Learning Success and is a full-time position. The Head of Learning Success is also a member of the Senior Management Team (SMT). The Head of Learning Success is Mrs Gemma Gillott. The Head of Learning Success can be contacted via email: gemma.gillott@obh.co.uk.

The role of the Head of Learning Success are as follows:

- To work with the Headmaster and Governor with responsibility for Academics to determine the strategic development of the SEN policy and provision in the school.
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of the specific provision made to support individual pupils with SEN.

- To provide professional guidance to colleagues and work with staff, parents and professional advisors to ensure that children receive appropriate support and high-quality teaching.
- To be the point of contact for external agencies and professionals involved in supporting specific children with SEN.
- To liaise with the Director of Senior School Admissions to support conversations about future schools where appropriate for those children accessing the Learning Success.
- To work with the Headmaster and School Nurse to ensure that the school meets its responsibilities under the Equality Act 2010 regarding reasonable adjustments and access arrangements.
- To regularly appraise the Learning Success Department in line with the school Appraisal Policy OBHP39.
- To ensure the school keeps the records of all the pupils with SEN up to date.

4.2 The Governor with responsibility for Academics

The Governor with responsibility for Academics will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board with this
- Work with the Headmaster and Head of Learning Success to determine the strategic development of the SEN policy and provision in the school

4.3 The Headmaster

The Headmaster of Old Buckenham Hall School is Mr James Large. The Headmaster will:

- Work with the Head of Learning Success and Governor with responsibility for Academics to determine the strategic development of the SEN policy and provision in the school.
- Have overall responsibility for the provision and progress of learners with SEN and/or disability.

4.4 Class Teachers (including Form Tutors and Subject Teachers)

Each teacher is responsible for:

- The progress and development of every pupil in their class.
- Ensuring they follow the school's SEN policy.
- Working closely with any teaching assistant or specialist staff to plan and assess the impact of support and intervention and how they can be linked to classroom teaching.
- Working with the Head of Learning Success to review each pupil's progress and development and to offer advice on any changes to provision.

5. SEN information report

5.1 The kinds of SEN that are provided for:

Old Buckenham Hall currently provides additional support for a range of needs, including:

- **Communication and Language needs**
Specifically - Autistic Spectrum Disorder (ASD), Sensory Processing Disorder (SPD) and Speech and Language difficulties.
- **Cognition and Learning needs**
Specifically - Dyslexia, Dyscalculia, Dysgraphia, Dyspraxia and other Specific Learning Difficulties (SPLD)
- **Social, Emotional and Mental Health Difficulties**
Specifically - Attention Deficit Disorder (ADD) and Attention Hyperactive Deficit Disorders (ADHD)
- **Sensory and/or Physical Needs**
Specifically - processing difficulties and diabetes.

5.2 Identifying pupils with SEN and assessing their needs

Children are assessed on entry to the school as outlined in the School's Admissions Policy (OBHP02). Learning Success Provision is offered in line with section 5.5 of the SEN policy (this policy). Alternatively, a period of monitoring may be agreed with the school and the child's Parent or Guardian on admission. Where an additional report or assessment has taken place at the request of the parent, either before taking up a place at the school or once in attendance, these recommendations are taken into account and used to inform the support provided for the child where possible.

Form and Subject teachers supported but the Deputy Head Academic, regularly assess the progress of all children in the classes or set groups as outline in the Schools Assessment, Recording and Reporting Policy (OBHP45). The fore mention policy outlines the procedure for requesting an initial cause for concern assessment which is conducted by the Head of Learning Success or a member of the Learning Success Teaching Team. A child who is referred for an initial cause for concern assessment with the agreement of the child's parent or guardian should be recognised under one or more of the following criteria:

- Performing significantly slower than their peers when starting from the same baseline,
- Not meeting their previous rate of progress,
- Showing signs of a widening attainment gap,
- Showing signs of losing confidence in their approach to the classroom

It is recognised that slow progress and low attainment will not automatically mean a child will go on to be identified by a professional assessor as having a SPLD or SEN.

5.3 Consulting and involving pupils and parents

Old Buckenham Hall recognise the importance of working with parents to support children with SEN. The school acknowledge it is important that:

- Everyone develops a good understanding of the pupil's strengths and difficulties.
- Parental concerns are taken into account.
- Everyone is clear about the agreed outcomes for the child.
- The child feels listened to about the things they find difficult.

5.4 Our approach to teaching children with SEN

All teachers are responsible and accountable for the progress and development of all the children in their class. High Quality Teaching is our first step in responding to pupils who have SEN. This will be differentiated appropriately for individual children. Differentiation within the curriculum allows all children to access the content of the lesson. The following adaptations are used to support the classroom learning environment:

- Differentiation of specific task, outcome, method and recording, resources teaching style and classroom management (including group and partner work).
- Differentiation of teaching delivery, including giving processing time, specific prompts and cues, pre-teaching opportunities and additional revision of knowledge prompts.
- Using recommended aids including: laptops, visual timetables, coloured overlays, dyslexic friendly fonts.

5.5 Additional Learning Success Sessions

As outlined in the school Curriculum Policy OBHP07, The Learning Success Department provides additional curriculum support for children with SEN. The Learning Success Department is overseen by the Head of Learning Success and includes four Learning Success Teachers and one Learning Success Mentor who also acts as an LSA. Additional support is offered to children at the discretion of the school and is charged per 35-minute session (with the exception of one to one LSA support where a separate arrangement is made with the school). The charges for additional Learning Success sessions are advertised on the school website.

One to One Lessons

Children may be offered one to one lessons without a specific diagnosis to support and consolidate their classroom learning. One to one Learning Success Sessions are run by a qualified member of staff with experience of working with children with SEN. These sessions are:

- Planned to provide specific intervention to support key areas in the child's development and learning.
- Based on recommendation set by any specialist professionals who have assessed the child.
- Reviewed termly with regular feedback given to staff and parents with a focus on the targets the individual child is working on.

In Class Learning Mentoring

Where it is considered more beneficial for a child to remain within the classroom for their full timetable, a Learning Mentor can be provided to assist in specific lessons. The Learning Mentor will:

- Support the children in the classroom to access curriculum that is found to be more challenging.
- Respond quickly by restructuring and scaffolding differentiated tasks to ensure success within the classroom.
- Provide additional opportunities for recall of new curriculum or the consolidation of new skills.
- Liaise closely with the Head of Learning Success, specific subject teachers and where appropriate parents.

1:1 Learning Success Assistant Support

In exceptional circumstances an agreement can be made between the school and the parents or guardians for a one to one LSA to work with a child in class for up to a maximum of 4 hours a day.

5.6 The Learning Success Register and Information

The Learning Success Register

All children who have a diagnosed SEN or are receiving additional Learning Success Support are recorded on the SEN register. The register is divided into two levels of provision:

Wave 1 - children with mild SEN receiving up to 1 additional one to one lesson a week this can sometimes be linked to confidence and study skills.

Wave 2 - children with specific professionally diagnosed SEN receiving up to 2 additional one to one lessons a week.

Children who are under observation by staff or have been flagged as 'cause for concern' but are not receiving additional one to one lessons will be recorded on the 'SEN-aware' register.

Individual Education Plans

All children on the SEN register have an Individual Education Plan (IEP). At Old Buckenham Hall we use a Pupil Passport Model to record a child's IEP. All IEPs record:

- a child's specific strengths and weaknesses.
- strategies agreed with specialist professionals, the Head of Learning Success, teaching staff and the child as useful approaches to the classroom.

- Specific targets which are to be used to inform planning of specific interventions in the classroom and one to one Learning Success Sessions.

All IEPs are updated termly and are shared with the child, their parents or guardians and teaching staff.

Provision Tracking

The Learning Success Department use Provision Maps for all children receiving Wave 1 and 2 interventions. Each child's Provision Map records the terms targets which are reviewed on a termly basis against a traffic light system to help inform the setting of the next term's targets. The Provision Map also records and tracks appropriate specialist assessment data for the child, for example: PHAB2, TOMAL2, CTOPPS2 and FAM.

5.7 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of the provision for children with SEN through:

- Reviewing every child's IEP on a termly basis.
- Monitoring by the Head of Learning Success.
- Using specific SEN provision maps to track progress.
- Providing children with the opportunities to discuss and develop their IEPs.
- Holding review meetings for specific children.

5.8 Enabling children with SEN to engage with school life

All pupils are encouraged to take part in all aspects of school life and no pupil is ever excluded from taking part in these activities because of their SEN or disability. The development for this provision is recorded in the School Accessibility Plan OBHP01.

5.9 Support for improving emotional and social development

We provide support for children to improve their emotional and social development in the following ways:

- A specific timetabled teaching programme for PSHE.
- Children with SEN are encouraged to be part of the school council.
- We have a zero-tolerance approach to bullying as outlined in the Anti-Bullying Policy OBHP03.

- The school follows a positive behaviour management approach as outlined in the Behaviour Policy OBHP04

5.10 Working with other agencies

We work with another of outside professionals who provide specialist support for children with SEN including:

- Speech and Language Specialists
- Education Psychologist
- School Counsellor
- Occupational Therapist
- Behaviour Optometrist

Where appropriate the school will provide yearly review meetings when all specialist, school staff and parents or guardians are invited to attend to discuss a child's provision and progress.

5.11 Exam Access Arrangements

Access Arrangements are reasonable adjustments made for examination candidates who are disabled under the terms of the Equality Act 2010, and who would otherwise be at substantial disadvantage in comparison to those who are not disabled, when sitting an examination.

ISEB outline that all access arrangements should be agreed with each student's senior school and recommends that JCQ regulations are followed. Further information can be found at:

<https://www.iseb.co.uk/Schools/Examination-documentation/Common-Entrance-at-13>

The Joint Council for Qualifications (JCQ) govern the application for access arrangements in public examinations. Their guidelines are published every year. Further information can be found at:

www.jcq.org.uk

The Head of Learning Success holds and maintains a list of the access arrangements appropriate for named students. It is the role of the Head of Learning Success to approve specific access arrangements for students on a case by case basis. This decision is based on a student's normal way of working and informed by specialist assessment reports and access arrangements assessments completed by qualified

staff. The current Head of Learning Success holds the Postgraduate Award of Proficiency in Assessment for Access Arrangements (PAPAA) which allows her to complete and approve Access Arrangement assessments. Further information regarding the use of a word processor as an access arrangement can be found in the Word Process Policy.

5.12 Education Health Care Plans

Only in highly exceptional cases do children have Educational Health Care Plans. When the pupil has severe or very complex needs, an EHC plan is written by the Local Authority (LA). This is a lengthy and legal process. If the LA agrees to an Education, Health and Care Needs assessment of the pupil, they seek advice from the parents, the school and their own team. After this assessment the LA may grant or refuse to write an EHC plan. (There is an appeals procedure.)

Where a child has an agreed EHC plan, their plan is reviewed annually. The child's voice is an important part of this review alongside the child's family and specialist staff who form the support network around the child. All specialist staff are invited to attend the statutory annual review meeting which is coordinated by the Head of Learning Success (SENCo). The annual review should focus on what the child has achieved as well as on difficulties that need to be resolved.

5.13 Remote Learning

If there is a circumstance where remote learning is required to take place, every effort will be made to maintain the SEN provision. One to one lessons will take place using the zoom platform, following the Safeguarding amendment document OBHP23 updated for the Covid 19 Pandemic of 2020. Staff teaching these sessions will work in line with the school remote learning online conduct guide. IEPs and provision maps will continue to be updated during this time and made available to the appropriate staff through iSAMS.

5.14 Complaints about SEN provision

Complaints about the SEN provision being received by a child should be made in the first instance to the child's class teacher or the Head of Learning Success. For further information please see the school Complaints Policy OBHP05.

6 Monitoring Arrangements

This Policy will be reviewed annually by the Head of Learning Success Mrs Gemma Gillott or when there are changes in legislation or regulations.